



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2010-2011: Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2010 (Grade 3-8), spring of 2011 (High School), spring of 2011 (Alternate Assessment-Science), and spring of 2010 (Alternate Assessment- Reading and Mathematics).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008-2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2011-2012 NCLB Report Card

School: Lewiston High School

SAU: Lewiston School Department

Contents of the Report

Assessment Data

Accountability Data

Maine Teacher Quality Data

2011-2012 NCLB Report Card



School: Lewiston High School
SAU: Lewiston School Department
Grade: High School



MAINE
DEPARTMENT OF EDUCATION

Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	323	300	93	45	44	47	7	38	32	23	298	2	
	2010-2011	319	284	89	42	42	50	6	36	26	32	280	4	0
Female	2009-2010	147	139	95	42	42	49	9	33	34	24			
	2010-2011	131	116	89	47	47	54	9	38	25	28			
Male	2009-2010	176	161	91	47	46	46	6	42	30	23			
	2010-2011	188	168	89	39	39	46	4	35	26	35			
Caucasian/White	2009-2010	253	237	94	49	48	48	8	41	33	18			
	2010-2011	241	215	89	51	51	51	8	43	30	20			
African American/Black	2009-2010	59	52	88	23	23	28	2	21	23	54			
	2010-2011	65	58	89	16	16	23	<1	16	12	72			
Hispanic	2009-2010	5	5	100			42							
	2010-2011	6	4	67			45							
Asian or Pacific Islander	2009-2010	6	6	100			41							
	2010-2011	4	4	100			51							
American Indian or Native Alaskan	2009-2010	0	0				27							
	2010-2011	2	2	100			35							
Economically Disadvantaged	2009-2010	137	122	89	31	31	31	6	25	31	38			
	2010-2011	165	142	86	30	31	34	3	27	23	46			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	31	26	84	19	17	16	4	15	12	69			
	2010-2011	36	27	75	22	24	17	7	15	7	70			
Limited English Proficient	2009-2010	43	35	81	14	14	13	<1	14	14	71			
	2010-2011	45	43	96	2	2	9	<1	2	12	86			

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

2011-2012 NCLB Report Card



School: Lewiston High School
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MAINE
DEPARTMENT OF EDUCATION

Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	323	299	93	42	41	45	1	41	33	25	297	2
	2010-2011	319	284	89	41	41	49	3	38	28	31	280	4
Female	2009-2010	147	138	94	33	33	43	<1	33	41	27		
	2010-2011	131	116	89	33	33	47	3	29	37	30		
Male	2009-2010	176	161	91	50	48	47	2	48	27	23		
	2010-2011	188	168	89	46	47	51	2	44	22	32		
Caucasian/White	2009-2010	253	236	93	47	47	46	1	46	35	18		
	2010-2011	241	215	89	50	51	50	4	47	31	19		
African American/Black	2009-2010	59	52	88	13	13	22	<1	13	25	62		
	2010-2011	65	58	89	10	10	21	<1	10	14	76		
Hispanic	2009-2010	5	5	100			40						
	2010-2011	6	4	67			36						
Asian or Pacific Islander	2009-2010	6	6	100			51						
	2010-2011	4	4	100			62						
American Indian or Native Alaskan	2009-2010	0	0				28						
	2010-2011	2	2	100			32						
Economically Disadvantaged	2009-2010	137	122	89	26	26	28	<1	26	33	41		
	2010-2011	165	142	86	28	29	31	3	25	25	46		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	31	25	81	12	10	14	<1	12	12	76		
	2010-2011	36	27	75	15	21	15	4	11	22	63		
Limited English Proficient	2009-2010	43	35	81	<1	<1	16	<1	<1	29	71		
	2010-2011	45	43	96	2	2	17	<1	2	12	86		

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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2011-2012 NCLB Report Card



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MAINE
DEPARTMENT OF EDUCATION

Group	Science Assessment Data																												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students																	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment																
All Students																													
	2010-2011	319	297	93	39	39	44	4	35	20	41	293	4																
Female																													
	2010-2011	131	119	91	34	34	40	3	30	24	42																		
Male																													
	2010-2011	188	178	95	42	42	48	4	38	17	40																		
Caucasian/White																													
	2010-2011	241	224	93	48	48	45	5	43	24	28																		
African American/Black																													
	2010-2011	65	63	97	10	10	19	<1	10	3	87																		
Hispanic																													
	2010-2011	6	3	50			37																						
Asian or Pacific Islander																													
	2010-2011	4	4	100			49																						
American Indian or Native Alaskan																													
	2010-2011	2	2	100			26																						
Economically Disadvantaged																													
	2010-2011	165	150	91	29	29	29	2	27	16	55																		
Migrant																													
	2010-2011	0	0																										
Students with Disabilities																													
	2010-2011	36	29	81	21	24	14	<1	21	21	59																		
Limited English Proficient																													
	2010-2011	45	45	100	4	4	10	<1	4	2	93																		

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 78%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Graduation Rate Target: 83%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	90	90	96	44	44	49	90	90	96	42	42	47	66	66	83
Caucasian/White	91	90	96	50	50	50	91	90	96	49	49	48	65	65	83
African American/Black	89	89	93	20	19	26	89	89	93	13	13	22	64	64	73
Hispanic	*	*	90	*	*	44	*	*	90	*	*	38	50	50	77
Asian or Pacific Islander	*	*	96	*	*	47	*	*	96	*	*	55	92	92	89
American Indian or Native Alaskan	*	*	89	*	*	31	*	*	88	*	*	30	100	100	67
Economically Disadvantaged	87	86	94	31	31	33	87	86	94	28	29	30	48	48	71
Students with Disabilities	*	*	91	20	20	17	*	*	91	14	16	15	28	28	65
Limited English Proficient	96	96	94	8	8	11	96	96	94	1	1	16	76	76	80

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

2011-2012 NCLB Report Card

Maine Teacher Quality Data



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Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	42	11	31	2	4	4

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2011	7

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.